

M.A. Education

M.A. (Education) I year (En force from session 2008- 2009)

Semester I		Semester II	
Paper	Marks	Paper	Marks
PAPER I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION	100	PAPER I: RESEARCH IN EDUCATION	100
PAPER II: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	100	PAPER II: SOCIOLOGICAL FOUNDATIONS OF EDUCATION	100
PSYCHOLOGY PRACTICAL	100	PAPER III: STATISTICAL APPLICATIONS IN EDUCATIONAL RESEARCH	100
Educational Excursion	Grade A to E	COMPREHENSIVE VIVA VOCE BASED ON SEMESTERS I AND II	100
Community work	Grade A to E	Development of Research Instrument	Grade A to E
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TOTAL	300	TOTAL	400

M. A. (Education) II year (En force from session 2009- 2010)

Semester III		Semester IV	
Paper	Marks	Paper	Marks
PAPER I: HISTORY OF EDUCATION	100	PAPER I: EDUCATIONAL TECHNOLOGY	100
PAPER II: OPTIONAL GROUP I A. MANAGEMENT AND ADMINISTRATION IN EDUCATION B. HIGHER EDUCATION AND ITS CHAMPIONS IN MODERN INDIA C. GUIDANCE AND COUNSELING D. MORAL DEVELOPMENT AND VALUE EDUCATION E. TEACHER EDUCATION F. FUTUROLOGY OF EDUCATION	100	PAPER II: OPTIONAL GROUP II A. SPECIAL EDUCATION B. PRINCIPLES AND PRACTICES OF CURRICULUM DEVELOPMENT C. ENVIRONMENTAL AND POPULATION EDUCATION D. MEASUREMENT EVALUATION AND TESTING IN EDUCATION E. COMPARATIVE EDUCATION F. SPIRITUAL EDUCATION G. COMPUTERS IN EDUCATION	100
Dissertation	100	Comprehensive Viva Voce based on Semesters III and IV	100
Library Visit and Report Submission	Grade A to E	---	---
School Visit and Report Submission	Grade A to E	---	---
TOTAL	300	TOTAL	300

Paper I: - Philosophical Foundations of Education

Objectives:-

1. To enable the students to understand the contribution of Philosophy to Education.
2. To acquaint the students with the different Philosophical Schools.

Course :-

Unit I

1. Relationship between Education and Philosophy : Meaning of Philosophy, meaning of Education.
2. Different branches of philosophy viz. Metaphysics, Epistemology, Axiology.
3. Radical Thoughts in education: De-schooling - Ivan Illich, Consciencetisation - Paulo Friere.

Unit II

4. Education and Philosophical schools: - Idealism, Naturalism, Realism, Pragmatism, Marxism, Existentialism, Humanism and their impact on Education.

Unit III

5. Indian schools of Philosophy and their educational implications. Vedant, Sankhya, Yog, Nayaya, Vaisheshik, Mimansa, Buddhism, Jainism.
6. The thematic contents of Upanishads and Bhagwat Gita and their educational implications.

Unit IV

7. Philosophy of Islam and its educational implications.
8. Philosophy of Christianity and its educational implications.

9. National values enshrined in the India constitution and their educational implications.

Books Recommended (English)

1. Bayle E.E. - Pragmatism in Education, New York; Harper and Row.
2. Bhatt S.R. – Knowledge, Value and Education – An axiomatic Analysis, Delhi; Gyan Publishing House.
3. Broudy Harry S.- Building a Philosophy of Educational, New Delhi, Prentic Hall Of India (Pvt) Ltd.
4. Brubacher J.S.- (Ed) Modern Philosophies of Education 54th year books NSSE, Chicago; University of Chicago press 1953.
5. Butler T.D. - Four philosophies in Education, London; Harper and Row. Central Book Agency.
6. Chaube S.P. - Great Indian Educational Philosophies, Agra; Vinod Pustak Mandir, Dr., Rangey Raghaw Marg.
7. Chaube S.P. - Recent Educational Philosophies in India, New Delhi; Vikas Publishing House.
8. Chaube S.P. - Western Educational Philosophers, Agra, Vinod Pustak Mandir. Dr. Rangey Raghwa Marg.
9. Chaube S.P. And Chaube Akhilesh - Philosophical and sociological foundations of education, Agra; Vinod Pustak Mandir Dr. Rangey Raghaw Marg.
10. Denton D.E. - Existentialism and Phenomenology in Education, New York; Teachers College Press.
11. Henderson. - Introduction to Philosophy of Education.
12. Kabir Humayun. - Indian Philoshy of Education. Mumbai, Asia Publishing House.
13. Kilpatric W.H. - Philosophy of Education. Mac Millan Book Co.
14. Lindsay A.D. - Plato's Republic, London J.M.Dent and Sons Ltd.
15. Lingam Avinash T.A. & Swami Nathan K. - World Teachers on
16. Mayee J.B. - Philosophical Analysis in Education, New York

17. Pandey R.S. - An Introduction to Major Philosophies of Education Agra, Vinod Pustak Mandir.
18. Pandey R.S. - Philosophising Education, New Delhi; Kanishka Publishing House.
19. Radhakrishnan - Indian Philosophy (2 Vols)
20. Radhakrishnan. - The Bhagwant Gita
21. Rusk R.R., The Philosophical Bases of Education, London University of London Press.
22. Singha Jadunath – Introduction to Philosophy, Kolkatta, New
23. Swaroop N. - Marxism and Education, Boston; Routledge & Kegan Paul.
24. Wynne J.P. - Philosophy of Education in Cultural Perspective.

Books Recommended (Hindi)

1. ik.Ms;] jke'kdy - f'k{kk dh nk'kZfud ,oa lekt'kkL=h; i`"BHkwfe% vkxjk] fouksn iqLrd efUnj A
2. iky] ,l0 ds0 xqlr] y{eh ukjk;.k] enu eksgu - f'k{kk ds nk'kZfud ,oa lekt'kkL=h; vk/kkj] bykgkckn] dSyk'k izdk'ku A
3. ekFkqj] ,l0 ,l0 - f'k{kk ds nk'kZfud rFkk lkekftd vk/kkj] vkxjk] fouksn iqLrd efUnj A
4. ik.Ms; jke'kdy - f'k{kk n'kZu] vkxjk fouksn iqLrd efUnj Mk0 jk.ksZ; jk?ko ekxZ
5. ik.Ms; jkeldy - f'k{kk n'kZu vkSj f'k{kk 'kkL=h vkxjk] fouksn iqLrd efUnj Mk0 jkts; ekxZ A
6. xqlr y{eh ukjk;.k - egku i'pkR; ,oa Hkkjrh; f'k{kk 'kkL=h bykgkckn dSyk'k izdk'ku 122@145 dY;k.kh nsoh efUnj ds ikl A

7. pkScs lj;w izlkn ,oa pkScs vf[kys'k - Hkkjr gsrq f'k{kk n'kZu] fnYyh e;wj isij cSDI A
8. vxzoky ,l0 ds0 - f'k{kk ds nk'kZfud ,oe lekt'kk=h; vk/kkj vkxjk HkkxZocqd gkml A
9. IDIsuk ,u0 vkj0 ,l0 - f'k{kk ds nk'kZfud ,oa lekt'kkL=h; vk/kkj vkxjk HkkxZo cqd gkml A
10. ikBd ih0 Mh0 vkSj R;kxh Mh0 ,l0 Mh0 - Hkkjr ds f'k{kk n'kZu vkSj 'kSf{kd leL;k;sa vkxjk fouksn iqLrd efUnj A
11. ik.Ms; jke'kdy - f'k{kk dh nk'kZfud ,oa lekt'kkL=h; i`BHkwfe vkxjk fouksn iqLrd Hk.Mkj A
12. flag ,l0 Mh0 f'k{kk fl}kUr ,oa n'kZu xksj[kiqj ch0 oh0 izdk'ku A
13. ik.Ms; jke'kdy - egku if'peh f'k{kk 'kkL=h fouksn iqLrd efUnj vjxks; jk?ko ekxZ vkxjk A
14. nqcs vkj ds0 - egku Hkkjrh; f'k{kk 'kkL=h xksj[kiqj izse ukjk;.k cSty A

Paper II: Psychological foundations of Education.

Objective:

1. To enable the students to understand psychology as a scientific discipline and its applications to Education.
2. To enable the students to understand the nature of development and to appreciate the common characteristics, needs and behavioural problem of children and adolescents at successive stages of development.

3. To enable the students to appreciate and synthesize the basic concepts of major learning theories and their educational implications.
4. To enable students to understand the nature and functioning of personality and adjustment mechanism.

Course:-

UNIT-I

1. Education and Psychology: Concept, relationship, Concept of Educational Psychology, methods and scope of educational psychology.
2. Human Growth and Development: Concept, stages, dimensions, methods of study, developmental tasks.
 - a) Mental Development: thinking, imagination, reasoning, problem solving, concept formation & language development, Piaget's developmental approach and stages of cognitive development.
 - b) Emotional Development: developmental Changes, concept of emotional quotient.
 - c) Social Development: Stages
 - d) Moral Development: Stages

UNIT II

3. Individual differences: Determinants - heredity and environment, Implications of individual differences for organizing educational programmes, Sources of individual differences-Abilities, Aptitudes, Achievement, Attitude, interests, values, their nature and assessment.
4. Intelligence-concept, Theories of intelligence, recent trends in testing/measuring intelligence.

Unit - III

5. Personality: Nature, determinants, trait and type approach of personality, Assessment of personality.
6. Learning : Concept, Nature, major theories of learning-Association theories, Insight theory, cognitive field theory, factors affecting learning.

- Learning & Motivation, strategies of motivation.
- Transfer of Learning: Concept and theories.
- Memory and forgetting: Concept, factors affecting memory

UNIT - IV

7. Mental Health & Hygiene: Concept, scope & Principles, Adjustment Process, conflict, frustration, Anxiety, defense mechanisms.
8. Exceptional children-meaning, concept, types, problems, need for special education.

Books Recommended (English)

1. Allport, G.W. - Patterns and Growth in personality. New York Rinehart & Winston.
2. Anastasi, A. - Psychological testing. New York: Mac Millan publishing company.
3. Bernard, H.W. - Psychology of learning and teaching. New York: Mc Graw Hill.
4. Blum, G.S. Psycho-analytic theories of personality. New York McGraw Hill.
5. Carroll, H.A. - Mental Hygiene: The Dynamics of Adjustment: New York: Angle Wood Cliffs.
6. Chauhan, S.S., Advanced Educational Psychology, New Delhi vikas publishing House.
7. De cecco, J.P. & Crawford, W. - The psychology of Learning and instruction : Educational psychology. New Prentice Hall of India.
8. Dollard, J. and Miller, N.E. - Personality and psychotherapy: an analysis in terms of learning. Thinking, culture. New York McGraw Hill.
9. Hall, C.S., Lindzey, G., and compbell, J.B. - Theories of personality New York: John Wiley and sons.
10. Hilgard, E.R. and Bower, G.H. - Theories of learning. New Delhi: Prentice Hall of India Ltd.
11. Hjelle, L.A. & Ziegler, D.J. - Personality theories: Basic assumptions Research and Applications. New Delhi,Mc Graw Hill

12. Hurlock, E. - Adolescent development. New York: Mc Graw
13. Hurlock, E. - Child development. New York: Mc Graw Hill
14. Kuppuswamy, B. - An Introduction to social psychology Bombay: Media promoters & Publishers Pvt. Ltd.
15. Lazarus, R.S. Personality and Adjustment New Jersey: Prentice Hall.
16. Skinner, C.E. - Educational Psychology. New Delhi: Prentice Hall of India.
17. Sorenson, H. - Psychology in Education. New York: Mc Graw Hill.
18. Wolman, B.B. - Contemporary Theories and systems in Psychology. New York: Harper & Row.
19. Woodworth, R.S. - Contemporary schools of Psychology: London Methuen & C0. Ltd.

Books Recommended (Hindi)

- 1- tk;loky] lh0 O;fDrRo dk euksfoKku A vxjk% fouksn iqLrd efUnj
- 2- ikBd] ih0Mh0 f'k{kk euksfoKku A vxjk% fouksn iqLrd efUnj A
- 3- flag] ,s0 ds0 f'k{kk euksfoKku A iVuk% Hkkjrh Hkou A
- 4- ik.Ms] ds0 ih0 uohu f'k{kk euksfoKku A fnYyh% vferk'k izdk'ku A

Part II

PRACTICAL WORK:

The student is required to conduct the following tests/experiments.

Tests:

1. Comprehensive inventory/Schedule (Sanjay Vohra)
2. Sinha Anxiety Scale (AKP Sinha and LNK Sinha)
3. Binet Test of intelligence (1960)
4. Cattell's 16 P.F.
5. Bhatia Battery of performance tests.

Experiments:

1. Free Association
2. Constrained Association
3. Free Vs. Constrained Association
4. Memory for meaningful material
5. Memory for meaningless material and comparison of 4 and 5.

Part-III

Evaluation through Grade

1. Educational Excursion
2. Community Work

M.A. II Semester

PAPER III: RESEARCH IN EDUCATION

MM- 100

Paper I

UNIT I

PLANNING & REPORTING THE EDUCATIONAL RESEARCH

1. Levels, approaches and types of educational research:
 - a. Fundamental, Applied and Action research
 - b. Experimental, Descriptive, Historical, and Qualitative research

2. Identification and formulation of research problem, Development of objectives, formulation of hypotheses and framing the research questions
3. Preparation of 'Research proposal' for various types of researches
4. Issues of 'Style' in research reporting: thesis writing, research paper writing.

UNIT II
THE HISTORICAL RESEARCH

1. Nature of historical knowledge, Principles and main steps of historical research, new trends in historical approaches to education, Limitations of historical research.
2. Sources of data: Classification of historical sources and documents.
3. Validation of sources and documents: External and Internal Criticism.
4. Some important historical researches

UNIT III
THE SURVEY RESEARCH

1. Concept need and types of survey studies: school survey, public opinion survey and community surveys. Self-administered survey, Telephone/ Mail survey
2. Design and steps in survey research
3. Population, Sample and Sampling.
4. Survey instruments and devices. Reliability and validity of instruments.

UNIT IV
THE EXPERIMENTAL RESEARCH

1. Characteristics and general steps of experimental research.
2. 'Laboratory experiments' and 'Field experiments.'
3. Variables, Controls, and the Experimental design. External and internal validity of experimental research.
4. Study of some recent experimental studies reported in educational research literature.

Recommended Readings:

1. Ary, Donald et al - **Introduction to Research in Education** N.Y.: Holt, Rinehart and Winston, 1972
2. Best, J.W. - **Research in Education**, New Delhi: Prentice Hall of India.
3. Broota, K.D. **Experimental Design in Behavioural Research**, New Delhi: Wiley Eastern Ltd. 1992.
4. Cohen, L. & Manion Lawrence. : **Research methods in Education**, London:Croom Helm,1980.
5. Ebel, R.L. A. **Guide to Educational Research**. Boston: Allyn & Bacon. Inc, 1965
6. Edward, A L. **Experimental Design in Psychological Research**, New Delhi: Amerind Publishing co.,1971
7. Festinger, V. and Katz,D **Research Methods in the Behavioural Sciences**. New Delhi: Amerind Publishing co.,1970

8. Fox, D.J. **The Research Process in Education**, New York: Holt Rinehart and Winston Inc, 1969
9. Freeman F.S.: **Theory and Practice of Psychological Testing**, New Delhi:, Oxford & SBH pub. Co.
10. Garrett, H.E. - **Statistics in Psychology and Education**. Bombay : Vakils, Feffer and Simon Pvt Ltd
11. Gay, L. R. **Educational Research – Competencies for analysis and Application**. New Jersey: Prentice Hall Inc, 1996.
12. Good, C.V. - **Essentials of Educational Research: Methodology and Design** N.Y.: Appleton Century Crofts, 1963.
13. Koul, L. **Methodology of Educational Research**, New Delhi: Vikas Pub. House., 1984
14. Kerlinger, F.N. - **Foundations of Behavioural Research**, Delhi: Surjeet Publications, 1978.
15. Levin, J - **Elementary Statistics in Social Research**, N.Y: Harper and Row Publication,
16. Lincoln Y.S. & Gupta E. G.: **Naturalistic Inquiry**, New Delhi: Sage Publications Pvt. Ltd.
17. Mertens D.M.: **Research Methods in Education and Psychology: Integrating diversity with quantitative and qualitative approaches**, New Delhi : Sage Publications.
18. Mouly, George J. **The Science of Educational Research**. New Delhi: Eurasia Publishing House Pvt Ltd., 1964
19. Popper, K.R. **The Logic of Scientific Discovery**. London: Routledge. And Kegan Paul, 1959.
20. Siddhu, K.S. - **Methodology of Research in Education**, Bombay: Sterling Publishers, 1963.
21. Siegel S. - **Non Parametric Statistics for the Behavioural Sciences**. New York : Mc Graw Hill Book Co., 1988
22. Singh, A.K. **Test, Measurements and Research Methods in Behavioural Sciences, Patna: Bharti Bhawan (P&D), 1997.**
23. Sodhi, A.N. and Singh, A. **Research Methodology in Social Sciences**, Bombay: Himalaya Pub. House.
24. Sukhia, S.P., et. al. **Elements of Educational Research**.
25. Travers, R.M.W. - **An Introduction to Educational Research**, N.Y.: MacMillan, 1978.
26. Van Dalen, D.B.: **Understanding Educational Research: An Introduction**, New York: McGraw Hill Book Company.
27. Verma, M. - **An Introduction to Educational and Psychological Research**, New Delhi: Asia Publishing House.
28. Winer, B.J. **Statistical Principles in Experimental Design**. New York: McGraw Hill Book Co, 1971.

Recommended Readings (Hindi):

- 1- vLFkkuk] fofiu& euksfoKku vkSj f'k{kk esa lkf[;dh] vkxjk] fouksn iqLrd Hk.Mkj A

- 2- <kSfUM;ky] ,l0& ,oe~ ikBd] ,0&f'k{kk vuqla/kku dk fof/k 'kkL=] t;iqj A
- 3- dfiy] ,p0 ds0& vuqla/kku fof/k;ka& O;ogkjijj foKkuksa esa] vxj] HkkxZo iqLrd Hk.Mkj A
- 4- dfiy] ,p0 ds0& lkf[;dh ds ewy rRo] vxj] fouksn iqLrd efUnj A
- 5- flag] jkeiky& lkf[;dh ewY;kadu] vxj] fouksn iqLrd efUnj A
- 6- oekZ] izhfr ,oa JhokLro] Mh0 ,u0& euksfoKku ,oa f'k{kk esa lkf[;dh] vxj] fouksn iqLrd efUnj A
- 7- lqf[k;ka] ,l0 ih0& 'kSf{kd vuqla/kku ds ewy rRo] vxj] fouksn iqLrd efUnj A
- 8- frokjh& 'kSf{kd ,oa euksoSKkfud vuqla/kku ds ewy vk/kkj] vxj] fouksn iqLrd efUnj A
- 9- ik.Ms;] ds0ih0& 'kSf{kd vuqla/kku dh :ijs[kk] esjB] vferk'k izdk'ku A

Paper II:

Sociological foundations of Education.

Objectives:-

1. To develop adequate familiarity with social structure, class, caste and culture.
2. To help students to make a critical analysis of the social structure.
3. To enable them to realize the role of education as an instrument of social, political, economic and technological change.

Course:-

UNIT-1

1. Sociology of Education: Concept, the social system functional and structural subsystems, Education as a subsystem of social system.
2. Prejudices: Meaning and nature, eradication through Education.
3. Culture and Education-Concept, relationship, cultural unity and Diversity in India, Concept of composite culture.

Unit-II

4. Concept of social change-Westernization and modernization cultural lag and social mobility.
5. Impact of science and technology on Society and Education.

6. Role of mass media of communication in population education, environmental education and citizenship education.

Unit-III

7. Polity and Education: Nature of Indian polity, Values enshrined in Indian constitution influence of education and political system on each other.
8. Freedom and Authority in Education: Meaning of authority, freedom and discipline academic freedom of Institutions ones and state control.
9. Equality of Education opportunity: Concept, importance formal, non-formal and informal opportunities: Some New Trends.
10. Education as an investment, Human Resource Development and concept of Educational Planning micro and macro.

Unit-IV

11. Study of social thoughts and contribution of Durkheim, Talcott parsons, Sorokin, M.N. Srinivas, Radha Kamal Mukherjee and Shyama Charan Dube.
12. Human Rights and Values

Books Recommended (English)

1. Aggarwal, J.C. : Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
3. Brown, F.J. - Educational Sociology; NewYork, Prentice Hall Inc.
4. Chattopadhyaya (ed)- The cultural Heritage of India.
5. Dewey, J.- Democracy and Education; New York, Macmillan & Co.
6. Dewey. J.- Democracy and Education, Mac Million Co.
7. Dhiman, O.P.- Foundations of Education; Lucknow, Atma Ram & Sons.

8. Durkheim-Education and Sociology.- The free Press
9. Havinghurst, R,J. and Neugarton, B.L.-Society and Education, Bosten;Allyn and Bacon.
10. Mathur S.S.- A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.
11. Mukherjee, Radha Kamal- Social Structure of Values.
12. Ottaway, A.K.C.- Education and Society.
13. Pandey, K.P- Perspectives in social foundations of Education;Meeruat
14. Rudolf and Rudolf- Modernity in tradition.
15. Saiyadin, K.G.- Education, culture and social order, Asia publishing house.
16. Sen,Srinivas,M.N,Social Change in Modern India,Berkley,The University of California Press
17. Singh, yogendra- Modernization of Indian Tradition.
18. Sorokin, P.A.- Social and cultural Dynamics.
19. Sorokin, P.A.- Social Philosophies of an Age of crisis.
20. Talcolt Parsons,Societies,NZ Printice Hall Inc.,Edgewood Cliffs.

Books Recommended (Hindi)

- 1- ik.Ms;] jke'kdy % f'k{kk dh nk'kZfud ,oa lekt'kkL=h; i`"BHkwfe% vkxjk] fouksn iqLrd efUnj A
- 2- iky] ,l0 ds0 xqlr] y{eh ukjk;.k] enu eksgu% f'k{kk ds nk'kZfud ,oa lekt'kkL=h; vk/kkj] bykgkckn] dSyk'k izdk'ku A
- 3- ekFkqj] ,l0 ,l0 % f'k{kk ds nk'kZfud rFkk lkekftd vk/kkj] vkxjk] fouksn iqLrd efUnj A

PAPER III:
Statistical Applications in Educational Research

MM- 100

UNIT-I

Descriptive Statistics- I

1. Tabular representation of data with regard to levels of measurement: Nominal, Ordinal, Interval and Ratio.
2. Graphical presentation of data: Histogram, frequency Polygon, Pie diagram, Bar diagram
3. Measures of Central Tendency: Mean, Median and Mode- computation and uses
4. Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance- computation and applications
5. Measures of relationship: Percentiles and Percentile ranks- computation and uses

UNIT-II

Descriptive Statistics- II

1. Measures of Association; Correlation- concept, types, coefficient of correlation; assumptions, computation , uses and interpretation of rank order and product- moment correlation
2. Assumptions and uses of other types of correlation- Biserial, Point Biserial, Tetra choric, Phi coefficient, Partial and Multiple correlation
3. Regression and prediction: concept of regression, regression equations (involving two variables only) and their uses, accuracy of prediction
4. Normal distribution, characteristics of Normal Probability Curve and its applications, Deviations from normality

UNIT-III

Inferential Statistics- I

1. Concept of Population, Sample and Sampling error; Parameter and Statistic, Degree of freedom
2. Standard error, confidence limits and confidence intervals
3. Concept and testing of null hypothesis, Type-I and Type-II errors, Levels of significance, One tailed and two tailed tests
4. Parametric tests:
 - a) t- test and its applications in varied situations of educational research,
 - b) One way Analysis of Variance (ANOVA) and its uses in educational research

UNIT-IV

Inferential Statistics- II

1. Concept, assumptions and uses of Non Parametric tests in educational research
 - a. Chi square test,
 - b. Sign test,
 - c. Median test,
2. Computer programmes in data analysis-SPSS

SUGGESTED READINGS:

1. Edwards, A. L. *Statistical Methods for Behavioural Sciences*, New York: Holt, Rinehart and Winston.
2. Ferguson, G. A *Statistical Analysis in Psychology and Education*, New York: McGraw Hills.
3. Fisher, R.A. *Statistical Methods for Research Workers*, New York: hafner Publishing Co.

4. Garret, H.E. *Statistics in Psychology and Education*, Bombay: Vakils
5. Guilford, J. P. & B. Fruchter. *Fundamental Statistics in Education and Psychology*, Tokyo: McGraw Hill
6. Lindquist, E. F. *Statistical Analysis in Educational Research*, Boston: Houghton Mifflin Co
7. McNemar, Q. *Psychological Statistics*, New York: Henry Holt & co.
8. Siegel, S. *Non Parametric Statistics for Behavioural Sciences*, New York: McGraw Hill
9. Tate, M.W. *Statistics in Education*, New York: McMillan Co.

COMPREHENSIVE VIVA VOCE BASED ON SEMESTERS I AND II

100 Marks

Evaluation through Grade

1. Development of Research Instrument
2. Preparation of Research Proposal

M.A. Semester III

Paper I: History of Education

(Compulsory Paper)

Objectives:-

1. To ensure that students are having proper knowledge of thoughts and practice of western and Indian Educators in the development of Indian Education.
2. The students will be able to know about Greece and Roman Educational System.
3. To acquaint students with the successive stage of development of Education in India and Europe.
4. The Students will be able to compare the Indian Education with that of other countries of the world.

UNIT - I

1. Education in ancient Greece and Roman Education system.
2. Educational system in medieval European period
3. Growth and development of medieval University.
4. Origin of Renaissance and Reformation: its. Educational effects

UNIT-II

5. Development of educational thoughts with special reference to Pestolozzi, Froebel, Dewey & Russell.

6. Development of Educational thoughts with reference to the basic ideas of Vivekananda, Rabindra Nath Tagore, Gandhi and Aurobindo.

UNIT- III

7. Land mark in History of Education in Ancient India:
- a) Education in Vedic And Buddhist period
 - b) Education in Medieval Period

UNIT - IV

8. Major landmarks in Indian education during British period. Early Missionary Activity, charter Act of 1813, oriental-occidental controversy and Macaulay's, Minute, Wood's Despatch, Hunter Commission, Indian Universities Commission, Sargent Report.
10. Development of education in post independence period with special reference to the University education commission, Secondary education commission, Kothari Commission, Education Policy on Education-1986, Programme of Action 1992. Yashpal committee Report 1993.

Books Recommended (English)

1. Altekar-Education in Ancient India, Varanasi, Varanasi Book shop.
2. Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd.,
3. Basu, B.D.- History of Education in India, cosmos publications, 1989.
4. Bertrand Russell-Education and the Good life (Edited by S.R. Ruhela) Kanishka Publishers & Distributors New Delhi
5. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
6. Brubacher-History and the problems of Education.
7. Chakraborty, Mohit-Modern Issues in Education New Delhi:Kanishka Publishers & Distributors.
8. Chaube, S.P. & Chaube, Akhilesh: Education in Antiant and Medieval India, New Delhi: Vikash Publising House Pvt. Ltd.

9. Chaube, S.P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publishing House Pvt. Ltd.
10. EBY, Frederick : The Development of Modern Education N.J.Prentice Hall INC Engle eliffs.
11. Frederick, Mayer-A History of Educational though, Ohio Charles Merrill Books Inc. 1966.
12. Good Harry, Teller James. A History of Western Education London. The Mac Millan company
13. Gupta & Pal- Great Education Allahabad.. Kailash Pustak Prakashan Kaiyam Devi,
14. Gupta, R.P. & Hussain, Anzar-Issues in Indian Education, New Delhi: Radha publications,.
15. Kabir, Hunayun-Education in New India, garage Allen & Union Ltd. Ruskin House Museum Street London.
16. Mukherjee, Kartick-Under development Educational poliag & Planning, Asia Publishing Hour.
17. Mukherjee, Radha Kumud-Ancient Indian Education. (Brahmanic & Buddhist)New Delhi Cosmo publications, 1999
18. Mukherjee, S.N.-Education in India, Today and Tomorrow Baroda., Achraya Book Depot,
19. Munroe, Paul-Encyclopaedia of History of Education. (New updated Edition Vol. I,II,III,IV, Cosmo publications, New Delhi.
20. Naik, N.P.-The Education commission and after Bllied Publishers Private Limited.
21. Nuruallah & Naik-A students History of Education in India. MC Millan Indian Ltd. New Delhi.
22. Oad, L.K-Current Issues in Education New Delhi.Young man & Co.
23. Pandey, R.S.-New Dimensions in Education Indian Publishers & Distributors New Delhi-110007
24. Rao, Digmurti Bhasker-National Policy on Education New Delhi. Discovery publishing House, -1998

25. Rusk R. Robert-The doctrines of the Great Educators. (Revised & Edited by S.P. Rahela New Delhi.) Kanishka Publishers & Distributors,
26. Shankhadhar B.M.-Education system from Indias Independence to the present day. (Edited)New Delhi, Deep & Deep publication Pvt. Ltd.
27. Sharma, R.N.-Indian Education into Millennium. Shubhi publications, New Delhi.
28. Sharma, S.R.- Philosophy of Education India, (edited & complied) New Delhi.Mohit Publication,
29. Thakur, Devendra-New Education policy New Delhi; Deep & Deep Publications.
30. Tiwari, D.D.-Education at the Cross Roads Allhabad .Chugh

Books Recommended (Hindi)

1. cktis;h ,y0ch0&lkjLor ekyrh&Hkkjrh; f'k{kk dk fodkl ,oa lkekftd leL;k;sa bykgkckn vkyksd izdk'ku] A
2. lkjLor ekyrh ,oa enu eksgu&Hkkjrh; f'k{kk dk fodkl ,oa leL;k;s bykgkckn dSYkk'k izdk'ku] A
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Optional Group I

Paper II: (A)

. MANAGEMENT AND ADMINISTRATION IN EDUCATION

Objectives:

The course content will help students to –

1. understand the concepts scope ,functions, principles and approaches of administrations and management and the relation between the two.

2. have a comprehensive view of management trends and approaches that evolved over a period of almost 100 years.
3. get acquainted with the different types of administrative ,management and supervisory problems that are confronted by our educational system, institutions and practices.
4. know the methods and strategies of management and planning required for meeting the educational challenge.
5. understand about the various leadership styles and the type required by teachers and administrators and that would ensure accountability on the parts of each and every participate in the system.

Course:

UNIT-I

1. Administration and Management; concept meaning, scope and functions; differences and relationship between the two, concept of scientific Management.
2. Modern concept of educational Administration: Training the course of development from 1900 to the present.
 - Administration- as a process; as a bureaucracy.
 - Human relations approach to Administration and Management; organizational Behaviour approach and systems approach, functions of Educational Managers.
3. Special and Modern Trends in Educational Management and Administration; Decision making, organizational compliance, organizational Development, PERT.
 - Researches (important) relating to Educational Management.

UNIT II

4. Educational Administration : Levels classification of Administrative problems
5. Personnel Administration; Meaning, importance, functions and special features.
6. Controlling and Leadership in Educational Management: Centralization vs. Decentralization, PERT, PPBS Control and methods of control; diameter, unity of command.
 - Leadership: Meaning, nature, Theories and leadership styles; Leadership and motivation of the work personnel's; Leader-Effectiveness and Adaptability description.

- System Evaluation; Programme Evaluation and Evaluation of Functionaries,

UNIT III

7. Educational supervision: Meaning, nature, need scope and approaches (traditional and Modern supervision); supervision as educational leadership.
 - Inspection vs. Supervision, Academic vs. Administrative supervision.
8. Supervision-functions, techniques, methods and problems; supervision as evaluation for performance and accountability.
9. Planning: as a rational approach and process of management towards goal achievement.
 - Planning strategy and Policy and Programme: means to realize objectives in terms of decision-making, programme-development and forecasting”.

UNIT IV

10. Educational Planning: concept, meaning, need, Types and functions, Approaches: Man-power approach, social demand approach, cost-effectiveness approach and social-justice approach.
11. Planning of supervisory programmes-organization and implementation.
12. Institutional Planning: Meaning, importance and procedure; organizing, directing and recruiting and planning for Human Resources-Training coordinating and controlling; budgeting, recording and reporting.

Books Recommended (English)

1. Bhatnagar, R.P., Agrawal Vidya-Educational Administration.
2. Shukla P.D.-Administration of Education in India.
3. Kimbrough and Nunnary,M.T.-Educational Administration : An Introduction.
4. Desai D.N. - Outlines of Educational Administration How in India, Ahmedabad, A.R. Seth & Co. 1964.
5. Getzxels, J.W. - Educational Administration as a Social Process, New York, 1968 Marker and Row.
6. Halping, A.W. - Theory and Research in Educational Administration, Collier Mac.

7. Kochar, SK - Secondary School Administration, Jalandhar University, Publications 1994.
8. Naik J.P. - Institutional Planning, New Delhi, Asian Institute of Planning and Administration, 1969.
9. Mukherjee S.N. - Secondary School Administration Baroda, Archarya Book Depot.
10. Safaya R. Shaida B.D. - School Administration and Organisation, Delhi Dhampat Rai & Sons 1964.
11. Owens, Rober G - Organizational Behaviour in Schools Prentice Hall, N.J. 1970.
12. Boadmein Charles W. - Democratic Supervision.
13. Shikhia, S.P. - Education and Administration, Agra, Vinod Pushtak Mandir.
14. Khan & Khan - Educational Administration New Delhi : Ashish Publishing Hoboes.

Books Recommeded (Hindi)

1. 'keZk vkj , - fo|ky; laxBu ,oa iz'kklu A esjB % vkj0 yky cqdfMiksA
2. lqf[k;k - fo|ky; iz'kklu laxBu ,oa LokLF; f'k{kk A vkxjk % fouksn iqLrd efUnj A

Paper II (B)

HIGHER EDUCATION AND ITS CHAMPIONS IN MODERN INDIA

MAXIMUM MARKS- 100

UNIT I

1. The mother universities- Bologna, Oxford, and Paris
2. The idea of The University: Newman, Karl Jaspers, Jawaharlal Nehru, Mahatma Gandhi
3. Higher Education in *The Constitution of India*. Institutions of Higher Education and research in India: (a) Professional, Technical and General Education, (b) Formal and distance education, (d) Research
4. Central, State, Private and deemed Universities. State University Acts. Administration of Higher Education in U.P. state

5. Structure and features of university: (a) Act/ Charter, Statutes, and Ordinances, (b) General structure of a university, (c) Role of Vice Chancellor/ President of a University

UNIT II

1. MAHATMA GANDHI: SEER, PATRIOT AND VISIONARY
Gandhian idea of university and higher education. GUJARAT VIDYAPEETHA: Aims, Organization, Special Features achievements and contributions.
2. RAVINDRA NATH TAGORE: PROPONENT OF THE IDEA OF 'UNIVERSAL MAN' AND 'SYNTHESIS OF EAST & WEST'
Tagore's idea of universal man, and synthesis of east and west. Tagore's idea of University and Higher Education. THE VISVA- BHARATI UNIVERSITY, SANTI NIKETAN: Its history and constitution, Special Features and achievements.

UNIT III

1. MAHARAJA SAYAJI RAO GAEKAWAD: MODERNIST & PHILANTHROPIST
Contemporary historical scene and establishment of THE BARODA COLLEGE. THE M.S.UNIVERSITY OF BARODA: Organization, Special Features, achievements and Contributions of the University.
2. JRD TATA: VISIONARY WITH SPIRIT OF SKIES, PERFECTIONIST AND INDUSTRIALIST .
Tata's vision of Higher Education and Research in Science, Tata funded Institutes: TIFR, TISS, Indian Institute of Science, JRD Tata Eco- Technology Centre, Tata Cancer Research Institute, and National Centre for Performing Arts.

UNIT IV

1. MADAN MOHAN MALVIYA: HUMANIST AND EDUCATOR
His idea of university and higher education. BENARAS HINDU UNIVERSITY: History of its Making, Its constitution, Special Features, and Contributions.
2. SIR SYED AHMED KHAN: CHAMPION OF HIGHER EDUCATION OF MUSLIMS
His life, Mission and the idea of university and higher education. THE ALIGARH MUSLIM UNIVERSITY: Contemporary conditions and factors behind its establishment. Constitution, special features, achievements and contributions of Aligarh Muslim University.

SUGGESTED READINGS:

1. M.K.Gandhi. *Sri Kulpati ji Ke Bhashan*. Ahmedabad: Gujarat Vidyapeetha.
2. M.K. Gandhi. *India of my Dreams*. Ahmedabad: Navjivan Trust.
3. *The Maharaja Sayajirao Gaekawad University Act, 1949*.
4. *The Benaras Hindu University Act*

5. *The Aligarh Muslim University Act*, New Delhi: Government of India, Ministry of Education.
6. R. N. Tagore: *The Universal Man*.
7. *The Visva- Bharati, Santi Niketan Central University Act*. New Delhi: Government of India.
8. www.tata.com/0_about_us/history/pioneers/index.htm
9. www.tata.com/tcs/media/20040730_jrd.htm
10. www.isro.org/krangan/krangan_lecture-01.htm
11. *The Constitution of India*, New Delhi: Government of India, Ministry of Law, Justice, and Company Affairs.
12. *Oxford University Act, 1200 AD*.
13. H.G. Good. *A History of Western Education* (1949). New York: The Macmillan Company.
14. Paul Munroe. *A Brief Course in the History of Education (1951)*. London: The Macmillan Company.
15. Crammer and Browne. *Contemporary Education*.
16. *Report of the University Education Commission (1948-49)*. New Delhi: Min. of Education, Government of India.
17. *Report of Education Commission (1964-66)*. New Delhi: Ministry of Education, Government of India.
18. Powar, K. B. and K. L. Johar (Eds.) *Private Initiatives in Higher Education (2004)*. New Delhi: Sneha Prakashan and Amity Foundation for Higher Learning.
19. *Handbook of Indian Universities. (Published every year)* New Delhi: Association of Indian Universities.
20. Association of Indian Universities. *Society, Education and Development (1998)*. New Delhi: AIU.
21. Association of Indian Universities. *Quality Assurance in Distance Higher Education (1999)*. New Delhi: AIU.
22. Association of Indian Universities. *Accountability and Autonomy in Higher Education (1998)*. New Delhi: AIU.
23. Association of Indian Universities. *Information Technology in Higher Education (2000)*. New Delhi: AIU.
24. Association of Indian Universities. *Value Education in India (2000)*. New Delhi: AIU.
25. Association of Indian Universities. *Management of University Administration (2004)*. New Delhi: AIU.
26. *Commonwealth Directory of Universities. (2003)* London: British Common Wealth.
27. *The Uttar Pradesh State Universities Act, 1975*.
28. Rice, A.K. *The Modern University*, 1970. London: Tavistock Publications.
29. Kapur, J.N. *Current Issues in Higher education in India (1975)*. New Delhi: S. Chand & Co. (Pvt.) Ltd.
30. Mathur, M. V, R. K. Arora, and Meena Rastogi (1994) *Indian University System*. New Delhi: Wiley Eastern Limited.
31. *University News*, Association of Indian Universities, AIU House, 16, Indrajit Gupta Marg (Kotla Marg), New Delhi.

Paper II (C)
Guidance and Counselling

Objective:

The course content will help the students to –

1. understand the concepts, needs and view points about Guidance and Counseling and the underlying principles in reference to normal children as well as in reference to children with special needs.
2. get acquainted with the organizational framework and procedures of Guidance services in educational institutions.
3. know and use the tools and techniques required for providing guidance and counseling services to students.

Course:

UNIT I

1. Guidance and counseling : Concept, nature need scope and purpose; relationship with education; issues and problems; role of teacher
 - Basic types of Guidance and the underlying principles, nature scope and purposes; basic approaches of counseling and their underlying assumptions.
2. Educational Guidance: basic assumptions and principles
 - Curricular choice and its implications for Career guidance; Guidance and curriculum and class room learning.
3. Vocational Guidance: basic principles.
 - Vocational choice as a development process
 - Nature of work and Job analysis, discrimination of occupational information: vocationalisation of secondary education and career development
4. Personal Guidance : basic assumptions; types of behavioral problems of school stage students
 - Place of counseling in personal guidance

UNIT II

5. Guidance services: Individual Inventory and Information counseling Group guidance services, Placement services and follow-up services.
 - Guidance of children with special needs, role of teacher.
6. Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels.
 - Evaluation of Guidance programmes

UNIT III

7. Guidance Appraisal of the Individual: meaning, need ,purpose and place of appraisal in.
8. Techniques of Appraisal: Testing techs-ability tests (Viz. Intelligence, Aptitude, Achievement, Interest tests and Personality measures).
 - Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records and sociometric tools.

UNIT IV

9. Guidance and Counselling in Groups: Nature aims, Principles and procedure, Group Counselling Vs Individual counselling, counselling for adjustment.
 - Types of group activities-their merits and demerits
10. Current Trends, concerns and Demands in Guidance.

Books Recommended (English)

1. Chauhan, S.S. Principles and techniques of guidance New Delhi, Vikas publishing House.
2. Dave, I The basic Essentials of counselling. New Delhi : sterling Publishers.
3. Erickson, C.E. (Ed.) A. Basic text for guidance workers, New York : Prentice Hall.
4. Jones, A.J. Principles of Guidance and pupil personnel work, New York, McGraw Hill.
5. Jones, A.J. Principles Principles of guidance. New Delhi : Mc Graw Hill publishing company.

6. Kochhar, S.K. Educational and vocational guidance in secondary schools New Delhi : sterling publishers.
7. Meyers, G.E., Principles and techniques of vocational guidance, New York : Mc Crow Hill.
8. Nayak, A.K. guidance and counselling, New Delhi : APH publishing corporation.
9. Pandey, K.P. Educational and vocational guidance in India varanasi : Vish wavidyalaya Prakashan.
10. Smith, G.E. Principles and practices of the guidance program : A Basic Text Book, New York, Mac Millan Company.
11. Traxler, A.E. Techniques of guidance, New York : Harper and Brother Publishers.

Books Recommended (Hindi)

- 1 -ik.Ms;] ds0 ih0 'kSf{kd rFkk O;kolkf;d funsZ'ku ds vk/kkj A esjB% vferk'k izdk'ku
- 2 -oekZ] jk0 rFkk mik;/k;] jk0 'kSf{kd vkSj O;kolkf;d funsZ'ku A vkxjk% fouksn iqLrd efUnj nqXxy ,l0 funsZ'ku vkSj ijke'kZ A p.Mhx<+ lkfgR; vdkneh A
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PaperII(D)

Moral Development and Value Education

Objectives:

1. To orient students about the concepts of Morals, Morality, Values and Value Education.
2. To enable students to understand various types of values, the distinction between morals, morality and value judgement and their significance for education.
3. To orient students to theories of value and moral development and methods of value inculcation.
4. To enable students to organize activities and develop curriculum for developing values and morals.
5. To enable students to analyse the issues related to ethics, morals and values.
6. To enable students to understand the problems in evaluating attitudes, morals and values.

Contents.

1. Definition, Meaning, Nature and Scope of Value. Value and Value Education, Positive and Normative dichotomy of values, intrinsic and extrinsic values, personal and social values, hierarchy of values.
2. Types of Values –
Domains of Values – caring, judging and action.
Man, Morals and Morality, Values and Morality, Morals and ethics.
The relevance of Morals and values in Education.
3. The Meaning and Concept of Moral Education and Value Education – Their philosophical, psychological and sociological bases. The aims of life, values, morals and education.
4. Theories of Values and Moral Development – Social Learning theory, Psychoanalytic theory, Cognitive Development theory, Heredity and Environment, Sanskars, Genetic, Cultural and conscience factors for moral development and value education. Value Instruction, Value Education, Value Indoctrination, Value Teaching.
5. Methods and Strategies of Value and Moral Development, Conventional methods – ethos and sanskar, Role Model, Imitation, teaching, Sermonising, Story telling, Jatak Kathas,

Pancha Tantra, Folk stories and Arts, sharing responsibility. Value clarifying strategies, JIM, VAM.

Development of Aesthetic sense through literature, arts and music.

6. Evaluation, Assessment, Measurement of Values and Morals – qualitative and quantitative approaches, value judgement, Defining Issue Test.

Paper II(E)

TEACHER EDUCATION

Objectives:

The content included in the paper aims to enable the students to develop and understand:

1. The concept, aim, principles and scope of Teacher education in India within its historical frame-work, and know and value the recommendations of various committees and commissions on Teacher Education.
2. Trace and identify the focal points in the path of development of the concept of Teacher Education and know about the existing practices in respect to structure, curriculum and evaluation of Teacher Education in India.
3. The concepts of teaching competency, teacher competence, teaching skills, teacher performance and teacher effectiveness and distinctions between them.
4. The essential competencies required in a teacher for effective transaction of the teaching – learning process and develop professional ethics.
5. The trends and innovations in teacher education.
6. The various teaching and training techniques and know about teaching models and the concepts and processes related to them.
7. The trends and problems of researches in the area of teacher education and take inspiration to undertake researches in this area.

Course:

UNIT I

1. Teacher Education: concept, aim, need and scope.
2. Teacher Education in a changing society : A brief industrial perspective of the concept of teacher education in Indian context

- Development of teacher education in India from ancient, medieval, British to Post-Independence period.
 - Needs of the learners, educational system and the teacher education Programme.
3. The current Teacher Education system in India: analytical study and critical appraisal of the recommendations of various commissions and committees of the post independence era for teacher education.
 4. National Policy on Education -- Review of national level recommendations and N.P.E.

UNIT II

5. Structure of Teacher Education: Salient features – relevance flexibility integration and interdisciplinary. Aims, objectives and Teacher Education curriculum at different levels of education viz. Pre-primary, Primary, Secondary and Higher level.
 - Norms and guidelines for teacher education at different stages.
 - Appraisal of current curricula and reforms proposed by N.C.T.E. and N.C.E.R.T. for different levels.
 - Levels and types of teacher education courses – (two year, under graduate, one year, post-graduate, four year integrated).
6. Teacher Education Programmes : In-Service, Pre-Service Distance Education programmes and orientation and Refresher – courses – their problems and limitations.
7. Agencies of teacher Education : their roles and scope
 - International level – U.N.E.S.C.O.
 - National level -- U.G.C., N.C.E.R.T., I.A.S.E., C.A.S.E.
 - State level -- S.C.E.R.T., D.I.E.T.
8. Current problems of Teacher Education Institutions: Teacher Education and problems of practicing schools.
 - Community and other institutions
 - Preparation of teachers for special schools
 - Teacher's curricula and its implementation.

UNIT III

9. Teaching and Teaching Models : Nature, definition and principles of teaching
- Model of Teaching -- concept, Attainment, Inquiry – Training, problem -solving and instructive thinking models.
--- aims, purposes and paradigms.
10. Teaching as a Profession: characteristic features of profession features of teaching for being recognized as a profession hurdles and drawbacks in the way.
- Roles, responsibilities and accountability of teachers
 - Professional organization of teachers at various levels of education and their roles.
 - Performance appraisal of teachers – issues and problems.
 - Preparation of professional personnel.
 - Teaching profession in future.
11. Teacher Effectiveness: Concept, issues, evaluation – procedures, tools and related problems in the context of each.
- Qualities of a good teacher – cognitive, affective and Psychomotor.
12. Recent Trends in Teacher Education Competency based teacher education,
- Systems approach to teacher education.
 - Community – centered approach to teacher education.

UNIT IV

13. Research in the area of Teacher Education: Need, areas, problems and trends.
- Researches in the area of Teacher- Effectiveness in India and abroad
 - Researches in the area of admission criteria for pupil & teachers.
14. Innovations in Teacher Education: meaning of innovation factors and constraints in their acceptance and implementation.
- Some innovations - Micro teaching, observational systems and interaction analysis of teaching (verbal and non-verbal)
15. Organization of Practice-teaching and supervision. Of practice lessons: Block Teaching Group-teaching, intermittent –teaching, Internship related problems, observation and assessment of practice-lessons.

1. Concept and types of feedback to pupil-teachers.
16. Teacher Education for special children: need, problem, scope and constraints.

Books Recommended (English)

1. Anderson, L.W. (Ed.) - International Encyclopedia of Teaching and Teacher Education, Cambridge University Press.
2. Adams, M.P.-Basic Principles of student Teaching. Emas Publishing House, New Delhi.
3. Adoval, S.B.-Quality of Teachers, Amitabh Prakashan, Allahabad.
4. Biddle, B.J.-Encyclopedia of Teaching
5. Biddle B.J. and Ellene W.J. (Ed.) -Contemporary Research on Teacher Effectiveness, Holt, Rinehart & Wilson, NewYork.
6. Berch, M.B. Chaurasia, G. Doyle, K.O. (Ed.)- Communication in classroom, Baroda, CASE
7. New Era in Teaching, Sterling Publishers New Delhi.
8. Evaluating Teaching, Health and Co. Massachussets.
9. Ebel, R.L. (Ed.)-Encyclopedia of Educational Research Rand and Mc Nally Chicago.
10. Gage, N.L. (Ed.)- Handbook of Research in Teaching Rand Mc Nally, Chicago.
11. Gage, N.L.- Teacher effeciveness and Teacher Education: The search for a scientific bases, Palo Alto, California.
12. Gupta Y.K.- Contemporary Research in Teacher Effectiveness, Shree Publishing House, New Delhi.
13. Flanders, N.A.- Analyzing Teachers Behaviour, Adderson-Wesley Publishing Co. Inc.
14. Hall, G.E./Jones, L.J.- Competing – based education : a process for the improvement of education, Prentia Hall, Inc. – N.J.
15. Holland, F.H.-Teaching the Teachers – Trends in Teacher Education, George Allen and Unwin Ltd., London.
16. King, Edmund-The Teacher Education, Holt Rinehart Loinston, London.

17. Medley, D.M.-Teacher competence and Teacher Effectiveness : A Review of Process – Product Research
18. American Association of Colleges for Edu. Washington, D.C.
19. Mehta C.S. and Joshi D.C. - Principles and problems of Teacher Education, Rajasthan Hindi Granth Academy, Jaipur.
20. Mohan, M. and Hull R.E. - Teaching Effectiveness : Its Meaning, Assessment & Improvement, Englewood Cliffs, New Jersey.
21. Nicholas, A., George A.- Managing Educational Innovational Unwin.
22. Ornstein, A.C.-Teaching Theory into practice, Allyn and Bacon, Boston.
23. Ornstein, A.c.-Strategies for Effective Teaching, Harper & Row Publishers Inc. New York.
24. Reddy, R.S.-Directory and Handbook of Teacher Education, APH Publishing Corporation, New Delhi.
25. Reddy, R.S.-Principles and Practice of Teacher Education, Rajat Publications, New Delhi.
26. Shukla, R.S.-Emerging Trends in Teacher Education Chug Publications, Allahabad.
27. Singh L.C. (Ed.)-Teacher Education in India
28. A Resource Book, NCERT, New Delhi.
29. Singh, L.C. and Sharma P.C.-Teacher Education and the Teacher, Vikas Publishing House, New Delhi.
30. Singh, L.C.-Experimentation and Innovation in School : A Handbook, NCERT, New Delhi.
31. Srivastava R.O. and Bose, K.-Theory and practise of Teacher Education in India, Chug Publications, Allahabad.
32. Upasani, N.K.-Effective College Teaching : Foundations and Strategies, Kalpana Mudranalaya, Bombay.

Paper II(F)
FUTUROLOGY OF EDUCATION

OBJECTIVES:

The course aims at to achieve the following objectives:

1. Development of insight and futuristic vision in students.
2. To become sensitive to the futuristic problems of education and the society.
3. To make them aware about the environment around them.
4. To become prepared to solve the futuristic problems of education.

COURSE

UNIT – I

1. Meaning, Characteristics and Scope of Future Studies.
Its relationship with education.
Futures studies in education, need and different factors viz. Social, Economical, Environmental and Technological factors.
2. Strategic Planning. Development of Knowledge, Disciplinary, Inter-disciplinary and Multidisciplinary and Transdisciplinarity. Experimental Learning and Constructionism.
3. Social change and Social mobility, characteristics and factors, role of Education.
Population Growth, Environmental deterioration, Gender Consciousness, Globalization, Educational Futures.

UNIT – II

4. Value crisis in Future perspective, Religion blended with scientific temper. Enrichment of Inner experience of Men-Awakening Intention, Human Values Development.
5. Futures of Education – Learning to be, Education for 21st century – Delors Commission Report – Four Pillars of Learning, Challenges of Learning Society. Structure and Process of Futures of Education: Education for all – Education as Fundamental Rights.
Futures of Elementary, Secondary and Higher Education System, Life long and continuing Education. General vs. Professional Education, Life Oriented Education.

6. Emergence of Open Learning Society, Characteristic of open learning system, Open Schooling and University, Virtual Classrooms, Open learning system in India and Abroad.

UNIT – III

7. Futures of Information and Communication Technology (ICT). ICT in Education. Indian experiences, Impact of Technology System on Structure and Functioning of Education. Educational Technology vs. efficiency and effectiveness of education system. Systems approach, Networking.
8. Futures Learners, Teachers and Parents, Futuristic Curriculum, Classroom, Methodology and Evaluation.

UNIT – IV

9. Role of National and International Organizations in Futurising Education. Role of UNESCO and World Bank in Futuristic Education.
10. Methods of Futures Studies: Forecasting methods, Qualitative techniques, Scenario Writing, Brain Storming, Free-wheel, and Delphi.
11. Quantitative Methods of Futures Studies: Trend analysis, Linear and Curvilinear trends, Time series, Regression Equation, Analysis, Decision making.

Dissertation

Each student is required to plan and execute a research project bearing on some educational problem.

Dissertation	100 Marks
Library Visit and Report Submission	Grade A to E
School Visit and Report Submission	Grade A to E

M.A. Semester IV

Paper I

Educational Technology

(Compulsory Paper)

Objectives:

To help students

1. understand the meaning, nature and important components of E.T in terms of hardware and software.
2. understand the basic idea of integrating new technology in education for achieving the goal of effective teaching and learning and meet the challenges of universalization of education and information explosion expected in the near future.
3. distinguish between communication and instruction and enable them to develop and design sound instructional system in the light of the learned models and strategies of teaching.
4. get acquainted with emerging trends in E.T. along with resource centers of E.T and understand the need and importance of researches in this area.

UNIT- I

Course:

1. Educational Technology- Meaning & Definitions, scope and significance.
2. Development of Educational Technology
3. Technology in Education and Technology of Education
4. Difference in Educational Technology, Instruction Technology and Information Technology
5. Forms of Educational Technology
6. Systems Approach in Education- Concept, sub, systems, and closed and open system application of systems approach to Instruction. Advantages of adopting systems approach in education.

UNIT-II

7. Hardware and software Technologies: meaning and development of hardware technologies in education.
8. Video hardware – non-projected-Programmed text books and teaching machines. Projected overhead projector, LCD Projector, paper presenter technology and uses.
9. Audio hardware – topics Recorder, radio & interactive broadcasting three class room.
10. Audio-Video – Instructional Television Imp and Scope. Closed circuit television Technology and uses. Computers in Education meaning of computer assisted and computer managed learning application in education.
11. Software Technologies:- General principles of Designing software.
12. Software point media. How to develop programmes for programmed books.
13. Software for audio media – Procidure of writing scupts and lessons for educational broadcasts – Different formats straight toak and interview procedure.
14. Software for learning package computer transparencies & tapes.

UNIT-III

15. Communication technologies: concept process, elements sender, receiver, message and media, Types of communication, media in communication-Print media.
16. Models of Teaching-Definition and characteristics, Families of models of Teaching. Information processing models-inquiry training, concept attainment advance organizer. Social interaction model-jurisprudential. Persond development model – non directive teaching, modification. Programmed Instruction.

UNIT-IV

17. New Technologies – Interactive (Computer mediated) video and its use in Education hypertext tale text, Video, digital, white board Decoder.
18. Computer technology – Computer as an educational tool, Types of computer (According to size and function)
19. Computer accessories used for educational purposes – scanner, OMR, digital camera web camera different kinds of microphones and there uses.
20. Internet: Meaning and its working
21. Virtual Reality, Virtial University, Artificial intelligence.

22. Education technology resource center (ETRC) CIET, UGC, IGNOU, NOS, State ET cells AVRC, EMRC, NIST and their role in teaching learning.

Books Recommended (English)

1. Venkaiyya N. 'Educational Technology New Delhi., A.P.H. Pub. Corporation.
2. Sampath K. Pannir selvam-introduction to Education Technology'-New Delhi slevlina pub.
3. Kurkarniss : 'Introduction to ET' Bombay oxford and 1BH Pub.
4. Routtree Devek 'Teaching through self instruction' London kogar Page.
5. Richard V. 'Technology media of methods' New York Mackgras Hill book co.
6. Dest E.G. Audio visual Hand book, Chicago-society for visual education.
7. Marshal Mecalhas' understanding media' New York Megrattill.
8. Kumar K.L. 'Edu. Technology' New Delhi-New Agra. Pub.
9. Thayer L. 'Communication conleb13 8c prospective' London' Mc millon 8 c combasy.
10. Erikson 8c other 'fundamental of teaching with AV technology' New York Mcmillan.
11. Mohagly J. 'School broadcast-New Delhi sterling pub.
12. Rosy potter 8 c Bush Vvidal 'The New media and Education ctricago Aldayog Pub. House.
13. Brate2 R. 'Media for interactive communication' New Delhi, Sage Pub.
14. Annad S.P. 'Educational technology: Challengingly issues: New Delhi, Sterling Pub.
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vkxjk

Paper II

Optional Group II(A)

SPECIAL EDUCATION

Objectives:

To make the students –

1. Know and understand the concept and principles of special education and its scope in India.
2. Understand the reasons for and suggestions of recent commissions of education about special education as important and essential for realizing the objective of universalization of Education.
3. Grasp the meanings, specific needs and characteristics, and modalities of identifying various types of special/exceptional learners.
4. Know and understand the various educational intervention programmes and academic provisions for meeting the exceptional needs of special children separately as also in regular classrooms.

Course:

UNIT I

1. Special children: Nature, needs and types of special children (children with exceptional abilities – creative and gifted; with deficiency and handicaps – mentally retarded, sensory and physically disabled; with learning disability – slow learners, under achievers, and other types of learning disabled; with social and emotional problems – truant, delinquents, drug addicts etc.).
Characteristics, problems and special educational needs of each type of special children.
2. Special Education: Concept, nature, status, problems and issues; Historical perspective.
Objectives, principles and scope of special education in India.

Educational Interventions: Meaning and type.

Educational programmes and their trends.

Concepts of mainstreaming from segregated, integrated to inclusive.

Administration of special education.

3. Special Education in India: Constitutional provisions, government policies and legislations.

Recommendations of various committees and commissions – NPE (1986), POA (1992), PWD (Person's with Disability) Act (1995).

National Institutions of Special Education.

Role of Rehabilitation Council of India.

UNIT II

4. The Disabled Learners: Mentally retarded, slow learner, Backward and Learning disabled children – etiology and characteristics of each type and prevention – measures.
5. Psychology of Teaching and Learning in relation to the disabled learner (in reference to each type of disabled learner).
6. Curriculum, Pedagogy, evaluation and placement.

UNIT III

7. Special children with Physical disabilities. Basis of classification (physical, Physiological, social and psychological and mental), characteristics and etiology of each type and differences between them; Educational needs and problems of each type.
Physically disabled – visually handicapped
Audio handicapped (speech and Hearing disabled)
Orthopaedically handicapped
Socially deprived and Emotionally Disturbed Children: Meaning and Types (Dyslexic and Delicate Children), and etiology.
8. Psychology of Teaching and learning in relation to each type of disabled learners and their specific needs.
9. Curriculum, Pedagogy and Evaluation and Placement in respect to each type.

UNIT IV

10. Special children with Exceptional Abilities: Types – Gifted and Creative; Meaning, characteristics, problems and identification of each type.

Principles of creativity and its levels.

Measurement of creativity and fostering activities and programmes for creativity.

11. Education of the Gifted and the Creative Children: need and scope.

Psychology of teaching and learning in respect to the gifted and the creative.

Curriculum, pedagogy, evaluation and placement in respect to the gifted and the creative.

12. Problem children: concept and meaning of Truants, Delinquents, drug addicts and other types of problem children, their characteristics, problems and etiology; Preventive measures and educational programmes; placement of delinquents, drug addicts and other types.

Books Recommended (English)

1. Burt, Cyril, (1950). The Backward Child, University of London Press
2. Charles, W. Telford and James, M. Saurey – (1772) The exceptional Individual, Prentice Hall, New Jersey.
3. De Haan, R. & Kauffman, J.M.(1978) Exceptional Children- Introduction to special Education, New Jersey, Prentice-Hall-Inc.
4. Wadia, A.R. (Ed.). The Handicapped Child. Tale Institute of Social Sciences. Bombay.
5. Kuppaswamy, B. (1976) A text book of child Behaviour & Development, New Delhi, Vikas publishing House.
6. Telford, C.W. & Sawrey, J.M. (1972). The exceptional Individual, New Jersey, Practice Hall Inc.
7. Robinson, H.B. & Robinson N.M. (1965). The Mentally Retarded Child, A Psychological Approach, New York, Mcgraw Hill, Co.
8. Dunn, L.M. (Ed.) (1973). Exceptional Children in the schools, New York, Holt, Rinehart Winston.

Optional Group II(B)

PRINCIPLES AND PRACTICES OF CURRICULUM DEVELOPMENT

Objectives:

To enable students –

1. To understand the underlying bases principles, and intricacies inherent in the structure of a sound curriculum and the various forces and considerations involved that must be taken into account when developing a curriculum.
2. To be acquainted with various curricular types and their designs, process and construction.
3. To know about curricular content, curriculum implementation and the process of curriculum evaluation.
4. To know and understand issues, trends and researches conducted in India in the area of curriculum and curriculum development.
5. To design and develop a curricular framework with given objectives in a particular field of formal study.

Course:

UNIT I

1. Curriculum: Concept and meaning.

Curriculum, syllabus and Textbooks – selection, gradation and organization of subject matter.

Bases, determinants and motives of curriculum – Philosophical, Psychological, Sociological and discipline oriented considerations.

2. Basic elements and principles of curriculum.

Curriculum theories and procedures.

3. History of curriculum development.

UNIT II

4. Categories and Types of Curriculum: Teacher centered, subject centered, child-centered, peripheral, Enrichment, Special, Integrated, Correlated, Fused, Interdisciplinary, Window-shopping, Frontline, Crash, Spinal.
5. Curriculum design and organization: Components, source, principles and approaches.

UNIT III

6. Models of curriculum: Different models of curriculum development – Administrative Line Staff (Taxler), Grassroot-level planning (Hild Taba), Demonstration, System-analysis.
Criteria for selecting a model.
Curriculum Construction – principles and approaches; deduction of curriculum from aims and objectives of education.
7. Curriculum Implementation: Models and Strategies; Leadership role and community participation.
Role of curriculum support materials and Types and place materials and media (aids) to be used.
Process of curriculum implementation in India.

UNIT IV

8. Curriculum Evaluation: Importance and Models of curriculum evaluation.
Types of curriculum evaluation (formative, summative).
Interpretation of evaluation results and the methods.
9. Issues and Trends: in curriculum development and curriculum research in India.
Suggestions and recommendations in curriculum development – as per University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1966) and NPE (1986).

Books Recommended (English)

1. Berman, L.U.: New Principles in the Curriculum, Ohio, Charles, E. Merrill Book, 1968.

2. Bigge, M.L. & Hunt, M.P. : Psychological Foundations of Education, Harper & Row, New Delhi, 1968.
3. Brent, Allen : Philosophical Foundations for the Curriculum, Allen & Unwin, Boston, 1978.
4. Brent, R.Ken & Uurub, A. : Secondary School Curriculum, Lexingtons D.C. Health, 1969.
5. CERI : Hand Book on Curriculum Development, Organisation for Economic Co-operation and Development, Australia, 1975.
6. Dewey, JI : Democracy and Education, Macmillan Co., New York, 1961
7. Daview, I. : Objectives in Curriculum Design, McGraw Hill, London, 1976.
8. Dougles, H.P. : High Schools Curriculum, Ronald Press, New York, 1974
9. Education Commission (1964-66)
10. Galen Saylor & William Alexander Holt, : Planning Curriculum for Schools, New York, Rinehart & Winston Inc. 1974.
11. Golby, M.(ed.) : Curriculum Design, Open University, London, 1975.
12. Gwynn, J.M. & Chase, J.B. : Curriculum Principles and Social Trends, Macmillan Co., New York, 1969.
13. Hilda Taba : Curriculum Development : Theory & Practice, New York, Harcourt Brace, Jovanovich Incb. 1962.
14. Hoper, Richard : The Curriculum : Context, Design and Development, The Open University Press, Edinburg, 1973.
15. Howson, Geoffery (ed.) : Developing a New Curriculum, Heinemann, London, 1972.
16. Ingram, B.J. : Curriculum Integration and Lifelong Education, Pergamon Press and the UNESCO Institute for Education, Hamburg, 1979
17. Iswarbhat Patel Committee (1977)
18. Kelley, A.C. : Curriculum Theory of Practice, Harper & Row, London 1977.

19. Lawtan. D. : Class, Culture and the Curriculum, Roultege and Rogan Paul Ltd., London, 1975.
20. Mamidi. M.R. and Ravishankar : Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983
21. Mehdi, B., Arora, G.L. & Goyal, B.R. : Our Curriculum Concerns, NCERT, New Delhi, 1981.
22. Miceael, W.A. : Ideology and Curriculum, Rourledge & Kegan Paul, London, 1979.
23. National Policy on Education, 1986
24. Nicholes S.H. and Nicholas, A. : Developing Curriculum, George Allen and Unwin, Boston, London, 1976
25. Oriosky, D.E. and Smith, B.O. : Curriculum Development Issues and Insights, Rand McNally College Publishing Company, USA, 1976.
26. Programme of Action, 1987.
27. Radhakrishnan, S. : Hindu Views of Life, George Allen & Unwin, New York, 1954.
28. Ramkrishna Mission : The Cultural Heritage of India, Vol. II, Calcutta, 1969.
29. Richmand, K.W. : The Cultural Heritage of India, Vol. II, Calcutta, 1969.
30. Rouhela, A.P. & Vyas, K.S. : Sociological Foundations of Education in India, Dhanpat Rai & Sons, Delhi.
31. Saylor, J.G. and Alexander, W.H. : Curriculum Planning for Modern Schools, Holt, Rinehart and Winston, Inc. USA. 1966.
32. Syllabi for Primary and Secondary Level prepared by N.C.E.R.T.
33. Tanner, D. : Secondary Curriculum : Theory and Development, McMillan Co., New York, 1971
34. This Robert, S. : Curriculum, Principles and Foundations, thomas Growell Co., New York, 1976.
35. N.C.T.E. Curriculum Framework 1978, 1988.

Paper II(C)

ENVIRONMENTAL AND POPULATION EDUCATION

Objectives:

The course content will help student-teachers to

1. understand and know the concept, importance scope and aims of environmental education.
2. know about the various methods strategies and techniques of teaching environmental education for realizing its objectives and feel and develop concern about environmental issues.
3. know about the possible environmental hazards and enable them to combat, cope and eradicate their possible negative effects.
4. get acquainted with the various basic components of environment essentially required for developing an environmental education curriculum.
5. understand and become familiar with various projects, studies etc. being carried out in different countries of the world and utilize the resources for solving their own problems.

Course:

UNIT I

1. Environment: Concept, types, components and socio-cultural determinants.
2. Human Ecology: Concept, environment and adaptation.
 - Impact of human activities on environment.
 - Environmental hazards: environmental pollution (its types also); extinction of flora and fauna; deforestation; soil erosion.
 - Need for sustainable development and its meaning and implications.
3. Environmental Education: Concept, importance, scope, aims-objectives and guiding principles and foundations.
 - Relationship between environment and education – ecological and psychological perspective.

- Content, objectives, methods and approaches (as a separate subject: as topical unit, as integrated and interdisciplinary subject) and strategies of environmental education at different educational levels.
- Role of media.

UNIT II

4. Environmental degradation: meaning and areas.
 - Causes and factors responsible for the lowering of environmental quality.
5. Eco-environmental concerns in India: Present scenario and future needs.
6. Environmental management: concept, planning, organization and agencies.
 - National schemes and movements related to environmental protection.
 - Environmental laws and constitutional provisions.

UNIT III

7. Population Education: concept, objectives, scope and approaches.
 - Population explosion and environment.
8. Population scenario in world perspective: size and composition of population.
 - Demographic distribution and density of population with special reference to India.
9. Population Dynamics: determinants of population growth.
 - Traditional and sociological, economic and political, biological and psychological Factors in population.

UNIT IV

10. Problems of Population Growth: family life, health and nutritional problems (with special reference to developing countries.)
11. Population growth and Population policies: major institutions involved in population policies and implementation of programmes for population control.
12. Role of Teacher in Population Education:
 - as facilitator of knowledge .
 - as community leader in the process of social change.

Books Recommended (English)

1. Agarwal, A and Narain, S,-Towards a Green World Centre for science and Environment New Delhi.

2. Agarwal, A. and Narain, S. (Eds.)-The state of India Environment, Centre for Science and Environment. New Delhi.
3. Agnihotri-Environmental planning, Wiley Ltd., New Delhi.
4. Bandhu, D. & Berberet, G. (Eds.)- Environmental Education for conservation and development. Proceedings of second International conference on Environmental Education, New Delhi, 1985.
5. Bandhu, D. and Ramanathan, N.L. (Eds.)-Education for Environmental planning and conservation. Indian Environmental society, New Delhi, 1982.
6. Botkin and Keller-Environmental Studies, Bell and Howell Co., U.S.A.
7. Our common Future-Report of the world commission on Environment and Development, Oxford University Press, New Delhi.
8. Pandey, K.P. and Pandey, S-Paryavaran Shiksha avam Bhartiya Sandarbh, Bhartiya Prayavaran Shiksha Parishad.
9. Prakash, R : Man, science and Environment, Wiley, New Delhi.
10. Prasad-Environmental pollution, Wiley, New Delhi.
11. Rao- Environment Pollution Control, Wiley, New Delhi.
12. Ray-Pollution and Health Wiley, New Delhi.
13. Saxena-Environmental Education. Bhargava Book House,
14. Sodthwick, C.H-Ecology and the Quality of our Environment. Van Nostrand Co., London.
15. Swarup, R. et al-Environmental Health Education and Public understanding. Mittal Publications, New Delhi.
16. Shukla-Environmental Resources Conservations, New Royal Book Co., Lucknow.
17. Shukla-Concepts in Environmental Impact Analysis, New Royal Book Co., Lucknow.
18. Shukla-Ecology and Environment, New Royal Book Co., Lucknow.
19. Turk and Writes-Environmental Science, W.B. Saunders Co., London.
20. Tripathi-Advances in Environmental science, New Royal Book Co., Lucknow.
21. Varshney-Environmental Challenges, Wiley Ltd., New Delhi.
22. Wahi-Environmental Management. Wiley Ltd., New Delhi.

23. Agarwala, S.N.-India's Population Problem, McGraw Hill Pub. Co. Ltd., New Delhi.
24. Agarwala, S.N.-India's Population, Asia, Publishing House, New Delhi.
25. Anant Padmanabhan and Chandra, Ramesh (Ed.)-Population Education in Class Room, NCERT, New Delhi.
26. Bose, Ashish et. al.- Population studies in India, Vikas Publishing House Pvt., New Delhi.
27. Bose, Ashish-Studies in India's Urbanization 1901-71, Tate McGraw Hill Co., New Delhi.
28. Bose, Ashish (Ed.)- Pattern of population change in India, Allied publishers, New Delhi.
29. Sahu, Binod Kumar-Population Education, New Delhi-110016 published by sterling publishers Pvt. Ltd.

Paper II(D)

MEASUREMENT, EVALUATION & TESTING IN EDUCATION

Objectives:

To help students

1. know the basic concepts and practices adopted in educational measurement and evaluation and the relationship between the two.
2. know and understand the existing models/types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.
3. develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non cognitive measures and tests.
4. understand and realize that the aims and objectives of measurement and evaluation in education is to not only help the students ability to improve upon the existing educational programmes and procedures also.

Course:

UNIT I

1. The Measurement and Evaluation Process: Concept, need, relevance and scope.
 2. Levels of measurement
 3. Relation between measurement and evaluation.
2. Norm referenced and criterion referenced measurement.
3. Basic principles and functions of evaluation.
4. Taxonomy of Educational objectives and role of measurement and evaluation.

UNIT II

5. Evaluation and curriculum.
6. Models in Evaluation – 3 D Model, Total Model and Individual Judgment Model.
7. Tools of Measurement and Evaluation: nature, purpose and types (Physical, Educational, and Psychological).
 - Subjective and Objective Tests.
 - Questionnaires, Scales, Schedules and Inventories.
 - Performance, Sociological, Projective and Special Tests.
 - Norm referenced and criterion referenced Test.
8. Basic characteristics of a good measuring instrument: Objectivity, Usability, Validity, Reliability, Norms.
 - Limitations of test and measurement.
 - Scaling – standard scores, T scores, C scores.

UNIT IV

9. Measurement of –
Achievement, Aptitude, Intelligence, Attitude, Interest, skills, Personality and Values.
 - Interpretation of scores on these tests.
10. New Trends in Evaluation – Broad and Narrow Evaluation; Qualitative vs. Quantitative; Behaviouristic vs. wholistic approaches to measurement and evaluation.
11. Types of Evaluation: Formative vs. Summative; Continuous vs. Interval; Semester System, Grading, Question-Bank.
12. Use of computers in Data Analysis.

Books Recommended (English)

1. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
2. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York : Holt, Rinehart & Winston.
3. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.
4. Srivastava, H.S., P. Sing and V.S. Anand. Reforming Examinations – Some Emerging concepts, New Delhi : NCERT
5. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.
6. Furst, E.W. Construction of Evaluation Instruments New York : Longmans.
7. Vernon, P.E. The Measurement of Abilities, London : University Press.
8. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi : Oxford and I.B.H. Publishing Co.
9. Payne, W.J. Educational Evaluation : New Jersey : Prentice Hall.
10. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York : Harper & Row Publishers.
11. Sax Gilbert. Principles of Educative measurements and Evaluation. California : Wadsworth Publishing Co. Inc.
12. Eean, K.L. construction of Educational and personal Tests, New York. Mc Graw – Hill Book Co.
13. Best, J.W. Research in Education, New Delhi. Prentice Hall of India Pvt. Ltd.
14. Blood & Budd, W.C. Eduacational Measurement and Evaluation, New York : Harpen & Row.
15. Edwards, A.L. The social Desirability variable in personality assessment and Research. New York : Dryden.

16. Edwards, A.L. Experimental Design in Psychological Research, New York: Rinehart and Winston Inc.
17. Nunnally, J.C. Tests and Measurements : Assessment and Predictions New York : McGraw Hill Book Co.
18. Stanley J.C. & Hopkins, K.D. Educational and Psychological Measurement and Evaluation.
19. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. New York : Harcourt Brace Jovanovich Inc.
20. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.
21. Singh, A.K. Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Shanti Bhawan.
22. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I. Cognitive domain New York : David McKay Co.
23. Cronback, L.J. Essentials of Psychological Testing New York : Harper and Row Published.
24. Ebel, R.L. Measuring Educational Achievement. New Jersey : Englewood Cliffs.
25. Edwards, A.L. Techniques of Attitude Scale Construction. Bombay : Vakils, Feffer and Simons Pvt. Ltd.
26. Guilford, J.P. Psychometric Methods. New York : McGraw Hill Book Co.
27. Helmstadter, G.C. Principles of Psychological measurement, New Jersey : Englewood Cliffs.
28. Krathwohl, D.R. et al. Taxonomy of Educational objectives Handbook II, Affective Domain, New York : David McKay Co.
29. Linn, E.F. (ed) Educational Measurement Washington D.C. : American Council on Education.
30. Mchrens, W.A. & Lehman I.J. Measurement and Evaluation in Education and Psychology. New York: Holt Rinehart and Winston.
31. NCERT New Delhi. The concept of Evaluation in Education

32. Adams, G.S. Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
33. Anastasi, A. Psychological Testing, New York: MacMillan.
34. Bloom, B.S. Handbook on Formative and Summative Evaluation at Student learning New York : McGraw Hill.
35. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi : Oxford University Press.
36. Gerberick G.J. Measurement and Evaluation in the Modern School, New York : David McKay Co. Inc.
37. Gronlund, N.E. Measurement and Evaluation in Teaching.
38. Wrightstone, J.W. Justman J. and Robbins, I Evaluation in Modern Education, New Delhi : Eurasia Publishing House.
39. Kerlinger, F.N. Foundations of Behavioural Research, Education and Psychological Enquiry New York : Holt Rinehart & Winston.

Paper II (E)

COMPARATIVE EDUCATION

Objectives:

The course content will help scholars –

1. to understand comparative education as a new discipline.
2. develop an understanding about the educational systems in terms of factors and approaches of comparative education.
3. develop the skills that enables one to assess the efficacy of educational systems of different countries in terms of the dominant trends prevailing these.
4. develop a perspective about the implications of comparative education for solving existent educational problems in India.

Course:

UNIT I

1. Comparative Education: Meaning, aims and implications.
 - Scope, Methods and major concepts of comparative education.
 - Intra and Inter educational analysis.
2. Modern trends in world education – National and Global.
 - Factors affective national system of Education in India.

UNIT II

3. Comparative Education: Factors and Approaches – Racial, Geographic, Economic, Cultural, Sociological, Philosophical, Linguistic, Scientific, Ecological, Religious, Political.
 - Cross-disciplinary approach.
4. Democracy and Nationalism.

UNIT III

5. A comparative study of the systems of education of different countries with special reference to –
 - Pre-primary education – U.S.A., U.K., Russia, India.
 - Primary Education – U.S.A., U.K., Japan, India.
 - Secondary Education – U.S.A., U.K., Russia, Japan, India.
 - Higher Education – U.S.A., U.K., Russia, France, India.
 - Teacher Education – U.S.A., U.K., Russia, India.
 - Women's Education – India.
6. Lessons derived from comparative education.
 - Evolution of some general principles.

UNIT IV

7. Prevalent problems in Developing countries and intervention of education – Issues and concerns.
 - Major problems and educational interventions with special reference to India.
 - Environmental Degradation and sustainable development.
 - Population explosion.
 - Universalization of elementary education.

- Unemployment.
- Terrorism and insurgency.
- Economic under-development.
- Vocationalization of education.
- Political Instability.

8. Role of U.N.O. in improving educational opportunities among member countries.

- Official organs of U.N.O. and their educational activities in India.

Books Recommended (English)

1. Kandel, I.L. Studies in comparative education Boston : Houghton Mifflin
2. Kandel, I.L. New Era in Education, Boston : Houghton Mifflin.
3. Hans, N. Comparative Education, London : Karan Paul
4. Dent, H.C. British Education, London : Longman Press
5. Mukerjee, L. Comparative Education, Allahabad, Kitab Mahal 1959.
6. King, E.J. World Perspectives in Education, New York : Holt, Rinehart & Winston.
7. Jones, P.E. Comparative Education : Purpose and Methods, Australia : University of Queensland Press.
8. Sharma, A.P. contemporary problems of Education. New Delhi : Vikas Publishing House Pvt. Ltd.
9. Biswan A & Aggarwal, J.C. Comparative Education New Delhi : Arya Book Depot.
10. King, E.J. Other Schools and Ours. New York : Holt, Rinehart and Winston.
11. Bereday, G.Z.F. Comparative Methods in Education New Delhi : Oxford & LBH Publishing Co.
12. Crammer, J.F. & Browne, G.S. Contemporary Education : A comparative study of National Systems, New York : Brace & World Inc.
13. Mukherjee, L. Comparative Education, New Delhi : Allied Publishers.
14. Althoush, P.G. Atrive, R & Kelly, G.P. (Eds.) Comparative Education, New York. Mc Millan Publishing Inc.

Books Recommended (Hindi)

- 1- vxzoky ,l ds rgyukRed f'k{kk vkxjk HkkxZo iqLrd H.Mkj
- 2- dkSf'kd o fctkor rgyukRed f'k{kk vkxjk HkkxZo iqLrd H.Mkj
- 3- gal ,u rgyukRed f'k{kk vkxjk HkkxZo iqLrd Hk.Mkj
- 4- pkScs ,l ih Lons'k fons'k es f'k{kk vkxjk fouksn iqLrd H.Mkj
- 5- tk;loky ,l vkj rgyukRed f'k{kk y[kuB B0 iz0 fgUnh xzUFk vdknehA

PaperII(F)

Spiritual Education

UNIT – I

1. Spirit, Divinity and God – The meaning and concept. The fundamental similarity in all religions across the globe. Spiritual Education – need, significance and patterns.
2. The history of religion and faith and its transaction in school curriculum.

UNIT – II

3. Scripts, Scriptures, Methodology and the Great Books – Vedas, Upanisads, Kurana, Bible, Guru Granth Saheb, jenda Avastha, Tripitakas, Puranas, Geeta, Ramayan and Mahabharata – The spiritual lessons drawn for education.

UNIT – III

4. The Spiritual Leaders and their Ideas – Swami Ram Krishna Param Hans, Sri Aurbindo, Chaitanya, Sufis Movement, Kabir, Khalil Zibran, Lao Tse, Confucius, Lord Budha, The relevance of these ideas for education and education process.

UNIT – IV

5. The Methodological Approaches to Spiritual Education, Karma, Inana & Bhakti Yogas, Yoga and Meditation – its various forms – Dhyana, Vipashyana, Reiky, Sahaja Yoga – Their uses and absences, Their role in Education.

Paper II (E)
Computers in Education

Objectives:

1. To acquaint students with basic elements of computers Hardware
2. To acquaint them with Computers as Research tool
3. To prepare students for using the Computer as medium of instruction (CAI)
4. To acquaint them with computer as Communication Tool

UNIT -1

Computer Hardware for Educational Computing

1. Computer : Structure, Computer as an example of system approach, Block diagram
2. Computer Hardware : Meaning, classification
3. Working of :- Input Devices, Processing Devices, Output Devices
4. Memory Devices: Primary – RAM, ROM
Secondary – HDD, FDD, CD-ROM
5. Emerging Computer Hardware Technologies

UNIT -II

Computers as Research Tool

6. Application Software : Meaning, classification
7. System Software : Meaning, classification (DOS, WINDOWS in Detail)
8. Use in research: making of synopsis, cover page, Report writing by using Word Processing (Ms- Word and PageMaker)
9. Use of Spreadsheet (Excel, SPSS) in Research :- Data Entry, Data Analysis, Charts, graphs, computers in data analysis, statistical packages
10. Presentation Software:- Steps in the development of electronic slides, presentation of research report

UNIT- III

Computers in Education

11. CAI :- Meaning , Modes,
12. Advantages and disadvantage Computer Assisted Instruction
13. CMI, CBL – Concept and advantages
14. Multimedia : Meaning , use of multimedia CD-ROM's for educational Purposes

UNIT-IV

Computer as Communication Tool

15. Internet : Meaning, History, working, Educational uses of the Internet including: educational web sites & resources; downloading information; understanding the basics of Hypertext Mark Up Language (HTML); Internet Service Providers (ISPs) Surfing the Internet: Connecting, communicating, downloading,
16. Electronic Mail:- Opening of E-Mail account, sending & receiving mails and attachment, E-mail Emotions, Conferencing through messengers

Referances:-

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Viva Voce

Comprehensive Viva Voce based on Semesters III and IV	100
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